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ABSTRACT

The purpose of this project grant was to develop an innovative system which will recruit, motivate, and retain the undereducated adult in the Western Maryland region of Appalachia. The evaluation of staff changes in attitude toward the device was made with positive results. The evaluation of class interaction between the experimental and the control groups was made. World-of-work skills were explored but not proved any more adequate than regular ABE if instructional time was similar. Typing skills cannot be developed with the adult in 100 hours of combined academic and typewriting instruction, but the electric typewriter did provide an ego-building device and rationale to the associates for attending classes. The project did prove that class size and attendance improved during the 100-hour experiment. Recommendations for further use on a 250-hour program were found to be needed to confirm that the 20% withdrawal from the program was realistic. (Author)

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APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

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MARYLAND

TYPING AS A
MOTIVATIONAL FACTOR
AND AN
INSTRUCTIONAL PROCESS

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STATE MODULE FINAL REPORT

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AUGUST 31, 1970

MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

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STATE OF MARYLAND

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT

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FINAL REPORT

TYPING AS A MOTIVATIONAL FACTOR AND AN INSTRUCTIONAL PROCESS IN EDUCATING UNDEREDUCATED ADULTS IN THE TRI-COUNTY REGION OF WESTERN APPALACHIAN MARYLAND

Reporting Agency

Board of Education of Allegany County
For The
Appalachian Maryland Tri-County Region
(Allegany, Garrett, Washington)

June 20, 1970

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DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS

Subcontract No.: AABEDC No. 8

TYPING AS A MOTIVATIONAL FACTOR AND AN INSTRUCTIONAL PROCESS IN EDUCATION

MARYLAND STATE MODULE

Meshach Browning, Director

Date: September 30, 1970

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Office of Education
BUREAU OF ADULT, VOCATIONAL, AND
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Funded under the authority of Public Law: 89-750, Title III Section 309 (b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

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ABSTRACT

Descriptors: Adult Basic Education
Typewriting Innovation
Motivation
Adult Learning

The purpose of this project grant was to develop an innovative system which will recruit, motivate, and retain the undereducated adult in the Western Maryland region of Appalachia. The evaluation of staff changes in attitude toward the device was made with positive results. The evaluation of class interaction between the experimental and the control groups was made. World-of-work skills were explored but not proved any more adequate than regular ABE if instructional time was similar.

Typing skills cannot be developed with the adult in 100 hours of combined academic and typewriting instruction, but the electric typewriter did provide an ego-building device and rationale to the associates for attending classes. The project did prove that class size and attendance improved during the one-hundred-hour experiment. Recommendations for further use on a 250-hour program were found to be needed to confirm that the 20% withdrawal from the program was realistic.

INTRODUCTION

The following concerns, issues, and problems identified and attacked by this project will be expressed in a paraphrased review of the rationale and problem submitted in the original proposal. Because of the magnitude of this problem, few changes have been made in the broad spectrum. Some perceptual changes have been evidenced, and these will be reported in the main body of this report as they fit into the format.

RATIONALE

Appalachian Maryland (Allegany, Garrett, and Washington Counties) and its inhabitants have not enjoyed full membership in the mainstream of American social and economic influence. Congress has designated these three Maryland counties as part of the Appalachian development program and, therefore, singled them out as requiring special attention. Because of this designation, the three counties have joined in planning efforts and have submitted various proposals to assist in the development of the region.

The Maryland Appalachian Region may be characterized as having: (1) low income; (2) migration of its youth; (3) a lack of employment opportunities; and (4) a high percentage of undereducated adults.

According to the 1960 Census, there are 30,441 adults, 25 years of age and older, who are considered undereducated in the three counties. The regular Adult Basic Education Program cannot adequately provide the supplemental program of instruction necessary for this vast number, although great strides are being made.

Each county is unique, and the reasons for pilot programs of typewriter-assisted instruction are based on certain factors relative to the programs already established in each county.

Allegany County is the central county of the Tri-County Appalachian Maryland Region and borders West Virginia and Pennsylvania.

The situation of Allegany County according to the 1960 Census is summarized quite aptly in the county comprehensive plan as follows:

> On April 1, 1960 there were 84,169 people living in Allegany County, as reported by the U.S. Census. This was about 5,400 fewer persons than in 1950. The actual loss was much more than this, however, if the natural increase due to births is taken into account. Birth, less deaths, should have produced

> an increase of some 13,000 to 14,000 persons during the 1950's, but this normal increase was lost by out-migration along with the 5,400 actually reported. The total loss was therefore more nearly 18,000 to 19,000 persons, a very real loss in human resources. This is the first decade in the county's history for which a population loss was recorded. It is a symptom of serious economic difficulties.

There are other symptoms of economic difficulty as revealed in the 1960 Census. Over 5,000 families, or 23% of all families, had incomes less than $3,000 per year; 11,000 families had incomes between $3,000 and $5,000 per year. The 23% with incomes less than $3,000 in Allegany County compares with a state-wide percentage of only 15%. On the other end of the income scale, only 9% of Allegany County families had incomes exceeding $10,000, whereas the state percentage is almost 20%. Approximately 55% of the county population lives in areas classified as rural, but only 1.5% lives on farms where food and nutrition problems might expect to be mitigated. The out-migration has had its impact. Many of the more mobile young people and families have moved from the area, leaving a high concentration of senior citizens and young families with economic problems. About 14% of the population is over 65 years of age, whereas the state-wide percentage is only 9%.

There are approximately 14,000 undereducated adults in Allegany County. Adult Basic Education Classes in Allegany County have been successful in the past. Extreme success has been witnessed at Beall High School where, in one year, 25 persons received their High School Equivalency Diploma.

It is at this Adult Basic Education Center, Beall High School, Frostburg, Maryland, that the typewriter-assisted program was established. Total participation in the program provides the best indication of the success of the pilot project.

Garrett County is the far western county of Appalachian Maryland and has a population of 20,420, according to the 1960 Census. It is mostly plateau region, high in the Appalachian Mountains. The primary resource is farming, and there are many small communities throughout the county. Transportation is a major factor for attendance in any supplemental program initiated or conducted in the county. Garrett County has approximately 1,465 adults, 25 years of age and older, who have less than eight years of formal schooling.

The typewriter-assisted program in Adult Basic Education was established at Northern High School in Accident, Maryland. The geographic location of this school should insure maximum attendance since travel time is reduced. The Community Action Agency of Garrett County cooperates with the Adult Basic Education staff in the recruitment of enrollees for classes.

Washington County is the eastern county of the tri-county Appalachian Maryland Region. Hagerstown, Maryland is the second largest city in Maryland and is located in the eastern section of Washington County. Washington County has a metropolitan population of approximately 50,000 and accounts for 50% of the total county population.

Five Adult Basic Education centers are established at the persent time and provide instruction for approximately 100 under-educated adults. These centers are located in the metropolitan and eastern sections of the county because of population density and past success in Adult Basic Education Programs.

A typewriter-assisted program was established at Hancock High School, Hancock, Maryland, in the far western section of the county bordering Allegany County. This area has a population of approximately 2,000 and is mainly rural with about 1,000 persons residing in the surrounding areas. The land is used for orchards and farming.

Past attempts to have successful Adult Basic Education Programs in the Hancock area have been unsuccessful because of: (1) recruitment practices; (2) incentive and motivational factors; (3) transportation, and (4) fear of ridicule of participants by the community.

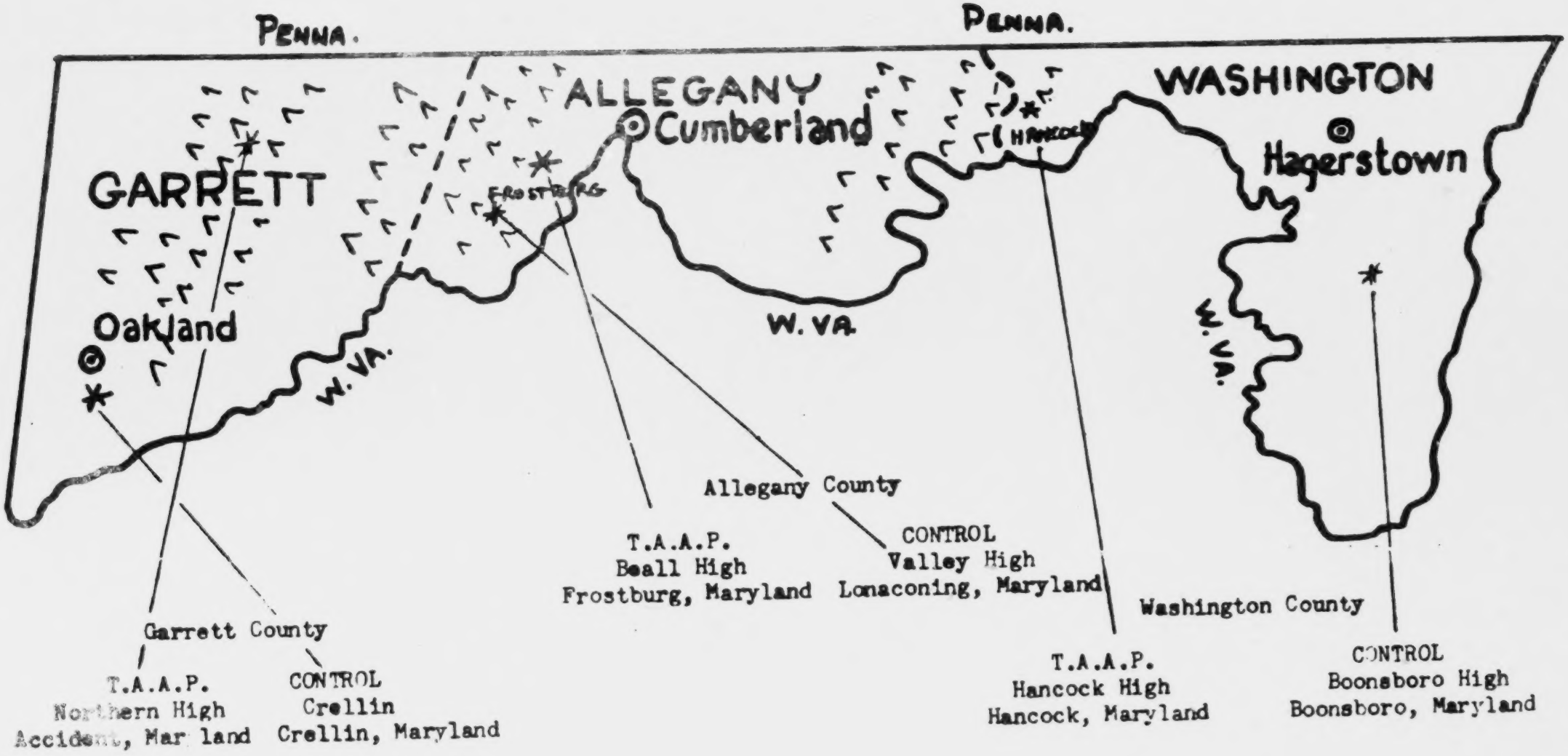
By providing a complete academic and commercially oriented program through this proposal, success could be possible and the objectives of Adult Basic Education in the rural community could be achieved.

Each county has elected to establish the pilot program at a center where success is anticipated. One other Adult Basic Education Center in each county is being used as a control group, and evaluation procedures have been developed upon the recommendations of the Division of Research and Evaluation, Maryland State Department of Education. These control groups are Valley High School (Allegany County), the Crellin School (Garrett County), and Boonsboro High School (Washington County).

PROBLEM

A serious problem is the high percentage of undereducated adults in each county. Approximately 30,000 adults, 25 years of age or older, residing in these counties have less than eight (8) years of formal schooling. Each county participates in the Adult Basic Education Program funded through Title III, P.L. 89-750 and administered through the State Department of Education, Division of Instruction. However, only a small percentage (1-5%) of those needing further education are enrolled in Adult Basic Education classes. In Allegany County, for example, only 565 undereducated adults have enrolled in Adult Basic Education out of an estimated 14,000 eligible. An assessment of our regular Adult Basic Education Program reveals that a problem of recruitment and retention would

LOCATION OF CENTERS
FOR TYPEWRITER-ASSISTED PROGRAM OF ADULT BASIC EDUCATION
IN THE TRI-COUNTY REGION OF WESTERN APPALACHIA MARYLAND



still exist even if additional funds were available to expand the present academic program. Existing Adult Basic Education classes stress academic achievement. Motivation and incentive appears to be lacking in most of the regular programs.

In each county where Adult Basic Education classes are established, some appear to be much more successful than others. This could be due to geographic location, interest of the teachers, teaching techniques, recruitment practices, counseling procedures, or various other factors. Allegany County has one Adult Basic Education class considered to be exceptional. Garrett County is a rural area and has fairly good attendance. Washington County did not have an established Adult Basic Education class in the area referred to in this proposal (Hancock-rural). The State Department of Education through funds allocated to Washington County established an Adult Basic Education Center at Hancock High School, Hancock, Maryland.

"Typing as a Motivational Factor and an Instructional Process in Educating Undereducated Adults in the Tri-County Region of Western Appalachian Maryland" is a project geared to increase the world of work skills of the undereducated adult through typewriter assistance.

The various agencies that have assisted in this Typewriter Assisted Adult Program (herein referred to as T.A.A.P.) have been in many areas. The Maryland State Police provided a speaker to assist in orienting the participants (at their request) in the drug abuse problem among teenage children today. The Maryland Department of Motor Vehicles has provided study materials for participants who needed help in getting ready to pass a driver's test.

The Allegany County Department of Social Services has provided medical help to several participants. At a meeting of the C.A.M.P.S. Board in Washington County, Mr. Herbert Ewbank, ABE Supervisor, secured the services of the Maryland Department of Education, Division of Vocational Rehabilitation in providing a testing service to measure clerical skills and finger dexterity. One participant in Allegany County was referred by this agency for educational assistance. The Maryland Department of Employment Security, although limited in the help it can provide, has offered placement services after the high school level of educational skill has been attained. Allegany Community College, Cumberland, Maryland, has provided a part-time tutor for reading course credit at the Beall Center. The president of Catherman's Business School, a private institution, has discussed with the Northern High Center the world of work skills needed in the business world.

The Maryland Department of Education Division of Research has offered advisory services in reviewing this project.

The greatest assistance has been provided by the local boards of Education in the form of services and facilities. This has made the project operation on a staff level function quite smoothly and effectively.

IMPLEMENTATION PROCEDURES

The Pre and Post Workshops were submitted earlier in the Interim report. Briefly, the Pre-Workshops were basically orientation and getting ready for the job ahead. The Interim Workshop was an evaluation and sharing of ideas and the development of an identity with the project. The Post Workshop was revised from an all-group meeting to a county meeting. The time of year with the press of school closing made the staff feel that there was not time available for a daytime meeting. The project director felt that a meeting at each center could wrap up the project more logically.

Post-Workshops were held in Washington County on June 1, Garrett County on June 2, and Allegany County on June 9. The major areas of concern were:

... to secure an assessment of the program from the staff
... to secure files and data on all enrollees
... to secure materials used by the team in teaching
... to secure an assessment of the organizational team
... to renew local team cohesiveness.

The strengths and weaknesses found from the Interim Workshop were reaffirmed by the teams for this project during the Post Workshop. Those strengths expressed were:

... good attendance
... large class size
... good participant interaction with the staff, especially with the aides.

The weaknesses expressed were:

... lack of aide training
... length of the program and reporting data overwhelming to the team and the participants
... double testing by Rehabilitation and local agencies caused participant anxiety
... time needed to review typing skills reduced instruction time in each session due to time span between re-inforcement of skills
... lack of coordination of typing materials with instructional areas
... lack of time for project involvement.

A tape-recorded reaction by all the team members to the project was made including the project director's reaction to each center. It will be attached to this report. The prime recommendation is to give the concept a one-year trial rather than four months.

OBJECTIVE I

To demonstrate the use of the typewriter as a motivational device in working with the undereducated adult.

Expectation:

The enrollment figures for the center when compared with the control centers will show that the typewriter has a motivational effect upon the undereducated adult to enter class, to remain enrolled in class, and to have better attendance patterns.

Findings:

There were 87 adults enrolled in the T.A.A.P. Program in the three counties of Appalachia Maryland. There were 17 dropouts during the program. This 20% withdrawal shows the ability of the typewriter to hold the adult in class. A more complete breakout of this data can be found in Table I.

(Insert Table 1 here)

The average class size for the three T.A.A.P. centers was 18 per night with 74.5% of attendance. The three control centers had an average class size of 5 per night with 61.3% of attendance. All three control centers were in the last one hundred hours of instruction. A comparison of the T.A.A.P. centers in class size for 1969 reveals a significant increase in class size. A more detailed breakdown of data can be found on Table 2.

(Insert Table 2 here)

Evaluation:

The goal for this objective was understood and has been met with positive success. One ABE supervisor in our region stated: "The undereducated reflect your teaching methods by their footsteps across your classroom threshhold." The project director's evaluation is that all data reflects this concept.

OBJECTIVE II

To assess the opinions of the classroom teachers toward the use of the typewriter with the experimental group.

Expectation:

As the project progresses, the staff attitudes toward the use of the typewriter as a motivational and instructional device should change. The opinion assessments should show an opinion shift toward greater acceptance of the device.

Findings:

There has been a mean attitude shift toward the program. This is apparent from the Pre-Test means of 2.06 to an Interim Mean of

ENROLLMENT FIGURES

CENTER	MONTH	BEGINNING OF MONTH		ENROLLED DURING THE MONTH NEW TO PROG.		ENROLLED DURING THE MONTH RETURNED		WITHDRAWN		END OF MONTH		TOTAL	IN AND OUT
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
Garrett County Northern	Feb	--	--	--	17	--	--	--	--	--	17	17	
	Mar	--	17	--	3	--	--	--	--	--	20	20	
	Apr	--	20	--	--	--	--	0	6	--	14	14	
	May	--	14	--	--	--	--	--	--	--	14	14	20
Allegany County Beall	Feb	11*	20*	*	*	--	--	2	0	9	20	29	
	Mar	9	20	3	2	--	--	--	--	12	22	34	
	Apr	12	22	1	1	--	--	--	--	13	23	36	
	May	13	23	--	--	--	--	--	--	13	23	36	38
Washington County Hancock	Feb	--	--	4	17	--	--	--	--	4	17	21	
	Mar	4	17	0	6	--	1	0	3	4	20	24	
	Apr	4	20	1	2	1	--	1	3	4	18	22	
	May	4	18	--	--	--	--	--	2	4	16	20	29
Tri-County Region	Feb	11	20	5	33	--	--	2	0	13	54	67	
	Mar	13	54	4	10	1	1	0	3	16	62	78	
	Apr	16	62	2	3	--	--	1	9	17	55	72	
	May	17	55	--	--	--	--	--	2	17	53	70	87

* Continuing Program at this Center

Withdrawals

February - Moved-1 / Communications Lost-1

March - Personal Health-2 / GED-1

April - Advanced Schooling-2 / Family Problems-3 / Conflict w/work-1 / Secured Employment-1
Communications Lost-1 / Moved-2

May - Conflict w/work-1 / Family Problems-1

Table 1

ENROLLMENT CHARACTERISTICS

Average Class Size[1] - Percentage of Attendance[2]

	ALLEGANY COUNTY						WASHINGTON COUNTY						GARRETT COUNTY						TRI-COUNTY	
	T.A.A.P.		CONTROL		COUNTY		T.A.A.P.		CONTROL		COUNTY		T.A.A.P.		CONTROL		COUNTY		TAAP	CONTR.
February	1969	1970	1969	1970	1969	1970	1969	1970	1969	1970	1969	1970	1969	1970	1969	1970	1969	1970	1969	1970
Av.Cl.Sz.	18	23	7	5	11	12	6	14	N/A	4	N/A	9	N/A	17	12	7	N/A		18	5
% Att.	-	71.4	-	38.0	-	-	-	73.6	-	52.5	-	44.6	-	100.0	-	100.0	-	-	81.7	63.5
March																				
Av.Cl.Sz.	18	24	9	8	11	14	4	16	N/A	5	N/A	9	N/A	14	12	6	N/A		18	6
% Att.	-	75.4	-	64.0	-	-	-	57.2	-	64.6	-	65.1	-	65.0	-	80.0	-	-	70.9	69.5
April																				
Av.Cl.Sz.	18	29	8	8	11		1	18	N/A	3	N/A		N/A	9		4	N/A		19	5
% Att.	-	71.2	-	33.2	-		-	78.2	-	60.0	-		-	64.3	-	80.0	-	-	71.2	54.4
May																				
Av.Cl.Sz.	N/A	24	N/A	9	N/A		N/A	16	N/A	3	N/A		N/A	9	N/A	4	N/A		16	7
% Att.		79.2		37.0				81.2		71.4				62.8		80.0			74.4	62.8

[1] Av.Cl.Sz. = $\frac{\text{(No. Enr. x Nights/Mo.) - (Tot. Enr. Nights Ab.)}}{\text{No. Meeting Nights at Center}}$

[2] % Att. = $\frac{\text{Tot. Enr. Hrs. Att. for Center}}{\text{Tot. Instr. Hrs./Mo. for Center}}$

Table 2

2.28 and a Post-Test mean of 2.48. This shift of expectation between the Interim and Post-Test reflects an even more positive attitude toward the program.

(Insert Table 3 here)

An even greater finding has been in a breakdown by areas of attitude shift. The concept of attendance shifted downward, as did the use of enrollee skill development in academic as well as in typing instruction. There was an attitude increase in the areas of social development and class interaction. The area of mental health shifted downward, while enrollee interest in the world of work increased.

A crossbreak of the data is even more revealing. In the area of enrollee attendance, the greatest change in attitude surveyed was in the Garrett County center. Attitudes toward enrollee skill development in academic areas remained the same in Washington County, while in the other centers the attitudinal shift was downward. Skill development in typing revealed that the Washington County team was positive toward this area, while Garrett County was negative. All three typing teachers had a negative attitudinal shift in the project, while no pattern could be made regarding typing aides at each center.

In the area of social development, a positive shift was reflected in all T.A.A.P. centers. Class interaction attitudes were positive in the region; however, the Washington County team felt a decrease in this concept. The Garrett County team in their attitude toward mental health was positive as opposed to the negative feeling by the total region.

The world-of-work skill was positive in attitudinal change except in Garrett County where the shift was negative. A complete breakdown of attitudinal changes of T.A.A.P. staff can be found in Appendix III.

Evaluation:

Attitude shift was found by the project director as anticipated. No attitude shift can be completely determined as to cause and resultant effect. The logical fallacy of post hoc ergo propter hoc (after this, therefore because of this) was kept constantly in the director's mind. A tape recording of each center is provided with this report. The reaction of the staff can be evaluated by listening to the three post workshop tapes. A "good" feeling was expressed by all fifteen staff members.

A graphic breakout of the staff can be found in Table 3. This should assist the reader in a better interpretation of the data.

(Insert Table 4 here)

WORKSHOP EVALUATION BY PARTICIPANTS
Forced Rank Questionnaire

ATTITUDE TOWARD TYPEWRITER INSTRUCTION IN A.B.E.

Rank	Pre-Service				Interim				Post			
	3	2	1	0	3	2	1	0	3	2	1	0
Enrollee Attendance	11	1	0	3	9	3	3	0	12	2	1	0
Enrollee Skills in Subject Areas	13	0	0	2	5	4	4	2	8	6	1	0
Enrollee Skills in Typing Area	13	0	0	2	7	6	0	2	8	6	1	0
Enrollee Social Development	12	0	0	3	9	6	0	0	8	6	1	0
Enrollee Class Interaction	12	0	0	3	11	1	3	0	12	3	0	0
Enrollee Mental Health	11	0	0	4	7	4	0	4	2	10	3	0
Enrollee Interest In World of Work	12	0	0	3	11	4	0	0	8	7	0	0
Enrollee Interest In Job Skill	-	-	-	-	10 *	5 *	0 *	0 *	10	5	0	0
Totals	84	1	0	20	* Not Incl. in Totals 59	28	10	8	58	40	7	0
	Mean 2.06				Mean 2.38				Mean 2.48			

Table 3

Category	Washington Co		Allegany Co		Garrett County		Total	
	TAAP	County	TAAP	County	TAAP	County	TAAP	County
Sex								
Males	3	7	3	4	1	6	7	17
Females	2	5	2	2	4	1	8	8
Ages								
21-30	4	4		2		4	4	10
31-40		4	2	3	2	2	4	9
41-50	1	3	3		3		7	3
50+		1		1		1		3
Marital Status								
Single	3	2			1	3	4	5
Married	2	8	5	5	3	4	10	17
Widowed		1		1	1		1	2
Divorced		1						1
Certification								
S.P.C.	2	7		1		6	3	14
A.P.C.	1	1	3	5	3		6	6
PROV.	1	2			1	1	2	3
NONE	1	2	2		1		4	2
Education								
G.E.D.			2		1		3	
HIGH SCH.	1				1			
BACHELOR	3	10			2	6		16
MASTER	1	2	3	6	1	1	2	9
Adult Ed. Experience								
Teaching	3	5	3	6	3	4	9	15
Student			2				2	
None	2	7			2	3	4	10
Teaching Experience								
Full Time	4	8	3	6	3	7	10	21
Part Time		1			1		1	1
None	1	3	2		1		4	3

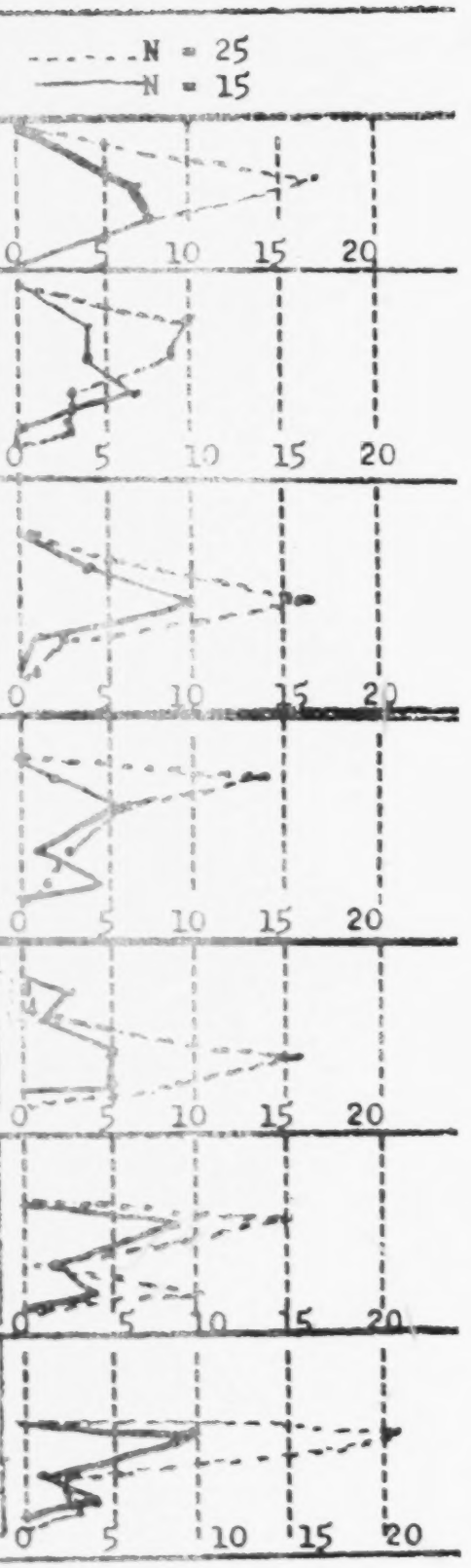


Table 4

OBJECTIVES

Objective III

To make a comparison of classroom interaction patterns between experimental and control groups in each regional center.

Expectation:

Because of the motivation developed by the typewriter, the lack of stigma toward the instruction at the center, and the work-of-work goals presented to the participant, it is expected that the class inter/intra-action should be good. Teacher distance should be less by the Hawthorne Effect present in making the project an on-going success. The element of an aide should assist in creating a class atmosphere of warmth and understanding along with a low participant-staff ratio.

Findings:

A theory of classroom climate can be found in Chart I. The psychological distance and the teacher attitude are considered the prime elements in classroom interaction. The Minnesota Teacher Attitude Inventory was administered to all typing teachers in the control centers. The scores for each center were as follows:

CENTER	SCORE	PERCENTILE
Garrett County	9	30
Allegany County	38	70
Washington County	18	40

See Appendix XVI for MTAI supporting data.

One of the prime factors in classroom interaction is the leadership of the teacher. F. Fiedler found that a leader's psychological distance influenced group effectiveness. (See Appendix X for research.) Briefly, the Fiedler concept is that a leader's behavior is based upon the leader's perception of reality. Assumed Similarity of Opposites (ASo) was developed by Osgood's Semantic Differential using an 8-point scale and bi-polar adjectives. The leader is asked to pick his most preferred co-worker traits using the adjective list. He is then asked to pick the least preferred co-worker traits. To obtain the ASo, corresponding items on the two scale sheets are compared and the differences between the scores on the corresponding item pairs are squared and summed. The square root of the squared and summed differences provides a reasonably normal distribution of scores.

(Insert Table 5 here)

The instrument range for scores administered could be from a "D" of 0 to 28. A high "D" score indicates a low ASo leader, while a low "D" score indicates a high ASo leader. The basic characteristic of a low ASo leader is that he is more task than relationship-oriented.

OBJECTIVE III

TO MAKE A COMPARISON OF CLASSROOM INTERACTION PATTERNS BETWEEN EXPERIMENTAL AND CONTROL GROUPS IN EACH REGIONAL CENTER. (CONCEPTUAL DESIGN)

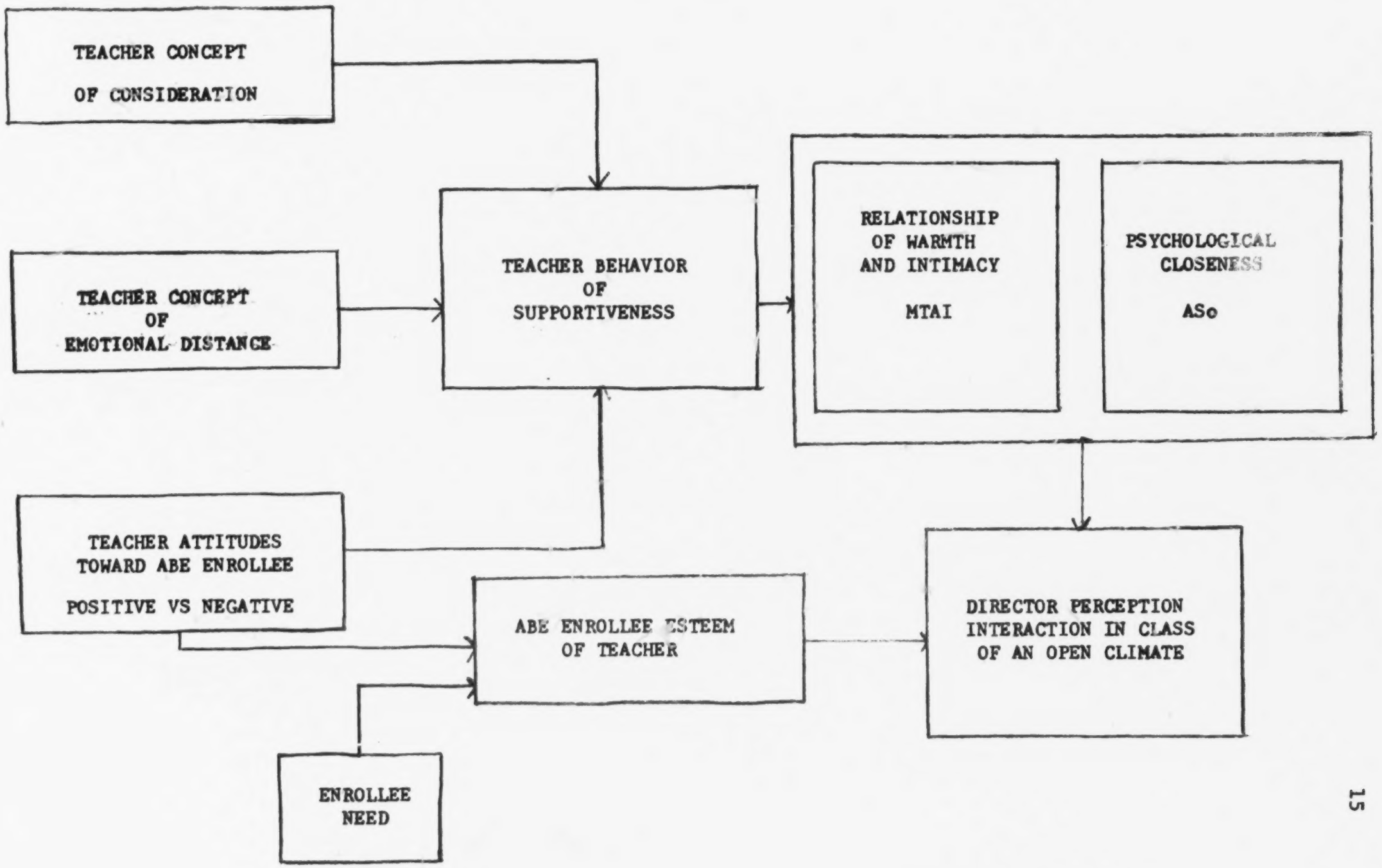


CHART I

COMPARISON OF ASo SCORES T.A.A.P. STAFF

TEAM MEMBER	GARRETT COUNTY "D" SCORE	ALLEGANY COUNTY "D" SCORE	WASHINGTON COUNTY "D" SCORE
A	20.0	18.04	14.42
B	12.73	23.98	15.36
C	9.54	16.85	25.40
D	28.0	17.92	11.23
E	12.41	5.48	9.90
MEAN	17.86	16.18	16.22
TRI-COUNTY MEAN	16.75		

RANGE - 5.48 - 28.0

REVISED "D" SCALE

0 - 14 High ASo

15 - 28 Low ASo

Table 5

A high ASo leader is concerned with establishing good inter-personal relations.

The scores are motivational measures. High ASo scores seem to indicate relationship orientation and motivation to achieve personal recognition and prominence. Low ASo scores appear to indicate task orientation. The self-esteem and adjustment of a high ASo person tend to come from relationships with others in his social environment, while self-esteem and adjustment of a low ASo person tend to be derived from the intrinsic satisfaction of working on a task. The high "D" scores of the T.A.A.P. staff indicate a low ASo team effort. This is indicative of the teacher orientation at the center. A closer look at each center shows a range of high and low ASo persons, and this should reflect on student perception of the teacher. The low scores indicate on the MTAI a low classroom warmth pattern with teacher domination the key personality. The Fiedler ASo measure of leadership behavior indicated a task oriented level of leadership.

The Leadership Behavior Questionnaire completed by enrollees in the area of consideration reflected a mean score of 3.7 on a 0-4 point scale. In the punitive area, a mean score of 1.1 was found on the 0-4 scale. The area of teacher perception for enrollee concern for the staff at the center gave a mean score of 3.2 on a 0-4 scale.

The area of classroom warmth was felt by all the enrollees as well as by the project director's expression during visitations to the centers. The LBQ score shows this well. A more complete breakout of figures can be found in Appendix IV of this report. Although the team was task oriented, the enrollees felt they were important, which reflects in class size and attendance.

The Flanders Scale will not be used to assess the video-taped interaction, and a supplement to this report will follow after the project director's assessment of the video tapes using an interaction instrument to be selected to meet the director's limited training in this area.

Evaluation:

The classroom interaction objective has been the most difficult area to assess. All indications from routine observations of classes, teacher responses, and enrollee responses show that team-teacher interaction was good. One control-group observation by the director reflected less interaction. The State Department of Education assisted in helping find an assessment instrument, but follow-through was not available to the project director because the second echelon was not readily available to give assistance. The time, a prime factor throughout this mini-program, prevented a Flanders evaluation of the video-taped sessions or training of the director to administer this instrument by the termination of the project. The tapes are available for use, and after training the director will send the data to the AABEDC at Morehead State University. The psychometric instruments, enrollee evaluations, and attendance patterns have proved the objective to be a positive one.

Objective IV

To compare the relationship between finger dexterity and the ability to obtain typing skills.

Expectation:

There is only a marginal relationship between finger dexterity and typing skills in the undereducated because of the age of the enrollees, muscle tone of the body, and lack of time for reinforcement of training.

Findings:

The only true picture of this objective could be obtained after the keyboard was mastered by all the enrollees. The amount of time reflected in typing instruction was only one half of the programmed 100 hours of instruction available at each center. The project director selected a high word-per-minute sample of three students from each center and a low word-per-minute sample from each center. The following data was found from this 18-enrollee sample of 15 females and 3 males. The range of cumulative words per minute on a one-minute timed writing of the high sample was from 16 WPM to 63 WPM. The range of the CWPM on a one-minute timed writing of the low sample was from 7 to 27 WPM. The mean for the high timed writings was 36.6 WPM, while the low sample mean was 16.2 WPM. A greater crossbreak of the data can be found in Table 6.

(Insert Table 6 here)

A comparison of the groups' growth in dexterity was measured by the raw scores on the Purdue Pre and Post Test of the samples. A 17-point increase was made in the high group of typists, while a 26-point increase was made for the low group. A 3 percent increase in dexterity was made for the high sample, but a 6 percent increase was made in the low sample. The overall increase of 50% for the group reflects that dexterity does improve with typing. There was only a correlation between the dexterity and CWPM of the grouped sample of r_{xy} .54. This is not significant at any level.

Evaluation:

Since the sample contained only enrollees able to type regardless of the speed, the project director feels that the correlation would even be lower for the total sample. The poor dexterity is based upon age, sex, and the types of work performed before entry into the program. However, dexterity does improve with the use of the typewriter after entry. The goal of this objective was realistic only if time in the class could have been for one hundred hours of typewriter instruction and not fifty as provided. Because of the small hours of instruction, only a stratified sample could be used to evaluate this concept.

The help of the Maryland Department of Vocational Rehabilitation gave the director assistance in getting testing underway plus the training of counselors in the Purdue Pegboard administration. Enrollee fascination over the Purdue Pegboard Test was an element not considered

CWPM AND PURDUE PEGBOARD SCORES
OF THE HIGH-LOW SAMPLES

HIGH SAMPLE

SEX	ONE-MINUTE CWPM		PURDUE PEGBOARD PRE	PURDUE PEGBOARD POST	INCREASE
F	63	Washington	43	43	0
M	52	Allegany	45	45	0
M	42	Allegany	45	45	0
F	41	Garrett	54	54	0
F	30	Washington	42	47	+5
F	29	Washington	58	57	-1
M	26	Allegany	41	43	+2
F	22	Garrett	48	51	+3
F	16	Garrett	48	56	+8
MEAN	36.6		47.1	49.0	+1.8

LOW SAMPLE

F	27	Washington	45	55	+10
F	21	Washington	48	52	+4
F	18	Allegany	48	47	-1
F	18	Allegany	46	41	-5
F	17	Washington	44	45	+1
F	14	Garrett	41	49	+8
F	13	Garrett	47	50	+3
F	11	Garrett	37	41	+4
F	7	Allegany	43	45	+2
MEAN	16.2		46.5	47.2	+2.8

Correlation:

CWPM to Post Test r_{xy} .54

Table 6

in its selection for administration to the undereducated. The lack of cooperation from the Department of Employment Security regarding the use and release of the GATB created considerable anxiety on the Director's part to meet the goal of this objective.

Objective V

To prepare Adult Basic Education students for continuing education, vocational training, or better employment.

Expectation:

Because of the enrollees recruited into this program, it is expected that there will be a significant increase in all areas of the stated objective.

Findings:

No comprehensive data is available at this time for this objective.

Evaluation:

This goal was understood. The availability of unexpended funds and approval from AABEDC has made this goal a realistic one. The following procedure will be used in the follow-up.

A contracted sum will be paid to each county to hire a recruiter for contacting enrollees in the program. All enrollees living in the geographic area will be contacted. The recruiter will, by the use of a structured interview, determine the following:

1. What did enrollee like or dislike about the center?
2. What was it like to use a typewriter?
3. What other machines in the center would you have liked to use?
4. Did you attempt the H.S.E.? When and what were your scores?
5. Have you changed jobs since enrolling?
6. Has the training helped at home?
7. Has the training helped elsewhere?
8. Has your typing skill increased or decreased since leaving school? (Determines availability of practice and cultural fatigue on the skill).
9. Do you desire to return to the center in the fall if typing is offered?
10. Would you return to the center if no typing were offered?

From this data which will be completed for each enrollee contacted, a summarization should provide information for the AABEDC evaluation of the impact of T.A.A.P. on the region. (See Appendix V for the follow-up form.)

Objective VI

To develop world-of-work skills as evaluated by instructors and enrollees.

Expectation:

An increase in reading and arithmetic skills will be apparent in pre-test and post-test scores of enrollees that began with the project inception and remained to the end.

Findings:

The matching of the control group with a comparable sample of age and sex was made. Four enrollees in each center were selected. The reading comprehension as compared with the control and matched experimental group was not significant. The greatest comparison was in percent of attendance wherein the experimental groups' class hours far exceeded the control groups'. A greater crossbreak of the data can be found in Table 7. The raw data is available in Appendix VII.

Evaluation:

The control center samples were in the last four months of a 10-month program. The enrollees attending were self motivated at this time. The uniqueness of the Follett Test Form B does not measure true growth because of the item difficulty of the alternate form. The most important world-of-work skill developed was the ability when motivated to remain at the task. Attendance proves this skill developed during enrollee attendance in the T.A.A.P. Program.

COMPARISON OF TRI-COUNTY T.A.A.P. AND CONTROL SAMPLES

	Follett Part I - Reading Comprehension							Follett Part I - Reading Comprehension		
					ALLEGANY COUNTY					
Attend (99 hrs.)	Post B	Pre A	Age	Sex	Age Range	Age	Sex	Pre A	Post B	Attend (99 hrs.)
3	7.2	7.2	27	F	20-30	29	F	2.0	2.0	75
93	GED	7.9	32	F	31-40	39	F	7.3	GED	3
90	7.7	7.1	44	F	41-50	43	F	7.9	7.8	21
93	7.9	7.9	53	M	50 +	58	M	2.4	3.0	60
68.6	+.6 increase							+.5 increase		39.3

					GARRETT COUNTY					
Attend (64 hrs.)	Post B	Pre A	Age	Sex	Age Range	Age	Sex	Pre A	Post B	Attend (36 hrs.)
45	7.8	7.4	28	F	20-30	30	F	7.9	7.9	21
45	6.5	6.1	36	F	31-40	36	F	7.9	7.9	21
40	7.9	7.5	43	F	41-50	43	F	7.5	7.8	36
56	6.8	6.0	45	F	41-50	45	M	6.5	7.0	36
87.4	+1.8 increase							+.8 increase		77.7

					WASHINGTON COUNTY					
Attend (100 hrs.)	Post B	Pre A	Age	Sex	Age Range	Age	Sex	Pre A	Post B	Attend (99 hrs.)
87	7.9	7.5	28	F	20-30	28	F	7.5	7.9	24
100	7.5	7.9	31	F	31-40	31	M	7.5	7.9	60
65½	6.5	7.5	43	F	41-50	27	F	1.1	1.4	90
90	5.8	7.5	42	M	41-50	43	F	2.1	5.6	74
60.0	-2.7 decrease							+4.6 increase		62.6

Table 7

RELATED RESEARCH

The project director and secretary evaluated ABE typewriter innovation in the following manner: Using the Directory of Educational Information Centers (OE-12042), I selected 51 educational laboratories on the basis of research cited that would be related to the project. The areas of typing, interaction, perception, adult education, and geographic location were prime considerations. A form letter was developed and sent to the laboratories selected.

There were 22 responses to my request for data. An annotated review of the responses by each laboratory can be found in Appendix IX. Briefly, only one laboratory assisted me in the typing concept. L. Erickson's research was of considerable assistance in assessing typing techniques. In the areas of interaction much data was received, and it helped in understanding Objective III.

A review of literature was made in the Reader's Guide to Periodical Literature and Education Index. This was done at Frostburg State College Library. The lack of periodicals related to research was limited here. The library did provide books on interaction assessment.

A periodical review was made of the University of Maryland Library, and considerable data was found on adult education learning patterns and interaction but none on ABE typewriter instruction.

A review of ERIC Clearinghouse material from Syracuse University was made. Hard-bound copies were ordered from the ERIC Document Reproduction Service. The material was excellent; however, lack of funds made complete assessment of ABE related research impossible in this area.

The Enoch Pratt Library in Baltimore provided the director with F. Fiedler's book, "A Theory of Leadership Effectiveness," which was not available in either of the other two libraries.

An effort was made to contact Project Go in Washington, D.C., but no return communication was received from the director.

In summary, related research is very sparse in ABE typewriter innovation. In the areas of ABE learning skills and characteristics, much data is available. The ERIC publication lists are quite extensive, and the press of time prevents complete review. This research should be continued in future project evaluation. An effort will be made to contact respondents to the original inquiry to inform them of the project results.

A more comprehensive review of related research can be found in Appendix IX of this report.

See Table I for a more complete breakdown of data. With less than a 20% withdrawal, retention was not a problem in this project. See Appendix XI for withdrawal forms.

COMPONENTS

Component - Outreach

In Appendix XVII are samples of the recruiter material used in Allegany and Washington Counties. The project director could not make contact with the C.A.C. recruiter for Garrett County because of conflicting work schedules. In a conference with the ABE supervisor of Washington County, some of the spread of the program has had an impact on other classes. In repeated evaluations for improvement, typewriting has been requested by enrollees for this county. In additional spread, enrollees have traveled a greater distance to T.A.A.P. center for instruction when a regular ABE center was geographically closer. This has occurred in two of the three regions. The T.A.A.P. program has been reported via all news media available in the Tri-County area. Samples are in the appendix with recruiter material.

In the related research for this project, three educational laboratories have requested a summary of the technique being used. The interim report was filed with all ABE supervisors for the Tri-County region and with the ABE supervisor for the State of Maryland. A copy of the final report will be sent to the above supervisors by the project director. A final report is planned by the project director with ABE supervisor if requested as an in-kind contribution to this project.

Component - Retention

Only 17 enrollees dropped the T.A.A.P. Program during the four-month period. Two enrollees were dropped from the continuing program at the Allegany County Center. The figures below reflect the rest of the results of T.A.A.P. recruitment and later losses to the project.

Sex: Male - 1 Female - 14

Hours of Attendance:	3-12	15-30	31-50
	8	6	1

Levels:	I	II	III
	2	8	5

Reasons for Withdrawal	Number
Completed Grade 8 Equivalency	1
Moved	2
Secured Employment	1
Lost Interest	1
Conflict	2
Family	5
Personal Health	1
Educational Training	2

MANPOWER

PROJECT DIRECTOR

The project director's activities can be found in Table percent of staff utilization. The director spent 347 hours in related activities of this program. A brief percentage breakdown can be readily found in the area of records and reports. Because of the meeting nights only 10% of the director's time was in class visitation, which is also reflected in the 20% level of travel time to visit the centers. (See Table 8 for a breakdown of data.)

The director was evaluated with the WPS Supervisor-Executive Tri-Dimensional Evaluation Scale. He was rated by the State Module Coordinator, a self-evaluation, and three team leaders for each T.A.A.P. center. See Appendix XII for a copy of the instrument used. The point ratings of the State Module Coordinator of 186, the project director self-evaluation of 172, and the Allegany County (193), Washington County (174), and Garrett County (173) indicate that in all dimensions the project director functioned adequately. The director's greatest subscore was in the area of morale, while his lowest was in areas which were not stratified in any category. The greatest discrepancy was between the self-evaluation and the other two dimensional ratings.

PROJECT SECRETARY

The project secretary spent 88½ hours in activities related to the program. The greatest time spent was in records and reporting, which occupied 75% of the time. Next in importance came requisition of materials. The project secretary gave more time than budgeted to assist the T.A.A.P. Project.

TEAM LEADERS

The team leader's duties were to keep adequate records in the center of enrollees and activities. Their job was to foster cohesive spirit. The WPS Leadership Ability Evaluation was given to each team leader. (See Appendix XIII.) Two leaders fell below the minimum cut-off point of 12. The Garrett team leader had a score of 11.2, and Allegany County had a score of 9.2, while Washington County scored 14.5. After evaluations of profile, the major leadership weakness was in the area of Democratic Cooperative with all leaders scoring low on the decision-making process of leadership characteristics. This corresponds with the Fiedler ASo scale of task orientation by the team leaders.

AIDES

A new dimension in the Tri-County ABE Program was the institution of aides at the T.A.A.P. centers. An instructional and a typing aide were assigned to each experimental center. The aides were, in the

PERCENT OF STAFF UTILIZATION

TABLE 8

ACTIVITY	DIRECTOR							SECRETARY						
	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
In-Service (OZ)	15	10	0	8	0	25	9	27	0	0	14	0	0	7
Conferences (OY)	19	10	6	10	2	2	8	27	0	0	0	0	0	5
Regional Staff Meetings (OX)	5	0	0	0	0	0	1	0	6	0	0	0	0	1
State Staff Meetings (OW)	1	0	0	1	0	0	1	0	0	0	0	0	0	0
Class Visitation (OV)	7	10	14	8	24	0	10	0	0	11	0	0	0	2
Records and Reports (OU)	35	30	48	44	60	65	48	46	66	74	83	86	100	75
Requisition and Distribution of Supplies (OT)	4	15	1	1	0	0	3	0	28	14	3	14	0	9
Other (OS) (Travel)	15	25	31	28	14	8	20	0	0	1	0	0	0	1
% TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100
HOURS	27½	53½	53½	104	59 3/4	49	347¾	15	36	35	53½	14	35	88½

project director's opinion, not used adequately in the centers. Many of the clerical tasks and the small group instruction could have been emphasized. In tape-recorded evaluations in the post-workshop, however, the aides felt worthwhile to the program. An aide evaluation was given to all aides in the workshop at which time they were asked to list the four most important tasks performed and the four least important tasks assigned.

The most important tasks in rank order were:

1. Provide more individual attention in the classroom.
2. Provide the teacher with "an extra pair of hands."
3. See things in the classroom which the teacher misses.
4. Have a greater understanding of the ABE enrollee.

The least important tasks in rank order were:

1. Make possible more drill assignments.
2. Can cause teacher to have a better expectation of performance of enrollee.
3. Help teachers be more sensitive to ABE enrollee.
4. See things in the classroom which the teacher misses.

The questionnaire appears in Appendix XIV for a more thorough evaluation of the responses.

The project director received much consultative support from the local ABE supervisors, from the State Department of Education, and from local educational officials. Speakers from community groups, state law enforcement officers, private business schools all gave much enrichment to the activities of the enrollees. Morehead State University provided consultant services as needed and visiting personnel from Kentucky to observe our program's implementation techniques and mid-point evaluations.

MATERIALS

The Southwestern Publishing Company Adult and Continuing Education Series, Basic Typewriting Text-Workbook, was used in the Allegany and Washington County centers.

The Gregg Division of McGraw-Hill Book Company, Pepe - Personal Typing in 24 Hours, was used in the Garrett County center.

Both books had to be supplemented with overhead transparencies about the keyboard and for additional exercise material. The materials used will be sent to AABEDC under separate cover for evaluation.

The main objections to the materials used in typing were that the work was not geared to the ABE student. If typing were to be fully explored, a typing syllabus would have to be developed to emphasize the ABE talents.

The academic materials used by the centers were under the local autonomy of each county. Samples of the materials will be sent to AABEDC under separate cover for evaluation. The major difficulty was the lack of coordination of materials with typing to enable the enrollees to see the learning potential of the machine and not its mechanical or aesthetic value.

METHODS

The greatest problem in teaching a typing skill is reinforcement. Most of the enrollees had no typing experience and had no typewriter at home. The interval between classes was greater than average pupil instruction in school. This resulted in the need to move more slowly and required more review time in each lesson. Also, the one hundred hours of instruction really reflected 45 hours of keyboard time; and with a 74% attendance, few of the enrollees ever received a full 45 hours of instruction.

Learning the keyboard was the major task during this Phase I of the pilot program. The tape-recorded evaluation by the typing teachers and the typing aides provides much information on methods and recommendations.

FOLLOW-UP

Contact was made with the dropouts at the various centers. However, an indepth follow-up is needed. The Procedure is outlined in Objective V of this report. AABEDC employment forms are found in Appendix V of this report.

COUNSELING

No AABEDC referral forms are included as part of this report. Although counselors were present in each of the experimental centers, no agency referrals were made. The project director considers counseling one of the weak areas in this project. The lack of role identification by the counselor has resulted in a low efficiency of highly trained personnel.

A workshop for counseling services for the undereducated adult is needed not only on the Tri-County level but on the national level as well. If proper utilization of counseling expertise is to be refined, more emphasis is to be placed in working on an adult level.

DIAGNOSIS

The General Clerical Test was administered to enrollees present at the center when the Vocational Rehabilitation employees provided an in-kind contribution for this project. (See Appendix VIII for results.) The Purdue Pegboard was given for the purposes of measuring the dexterity of the enrollees. (See Appendix VIII for results.) The Follett Surveys A & B were given to all enrollees at the beginning of the program and also after 60 hours of instruction.

The following is a breakdown of the Follett tests' scores in Reading Comprehension (Part I):

FOLLETT SURVEY OF		FORM A	FORM B	
Part I - Reading Comprehension		Pre	Post	N-70
		Median-- 7.8	7.6*	
GRADE PLACEMENT				
0 - 1	Pre			
	Post			
1.1-2.1	Pre			
	Post			
2.1-3.0	Pre	x (1)		
	Post	(0)		
3.1-4.0	Pre	x (1)		
	Post	x (1)		
4.1-5.0	Pre	xxxx (4)		
	Post	(0)		
5.1-6.0	Pre	xxxxxxx (7)		
	Post	xxxxxxxx (8)		
6.1-7.0	Pre	xxxxx (5)		
	Post	xxxxxxxxxx (10)		
7.1-8.0	Pre	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (40)		
	Post	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (29)		
*Passed GED	Pre	(0)		
	Post	xxxxxxxxxx (10)		
Not Tested	Pre	xxxxxxxxxxxx (12)		
	Post	xxxxxxxxxxxx (12)		

0 5 10 15 20 25 30 35 40

FOLLETT SURVEY OF FORM A & FORM B

PART I - READING COMPREHENSION

CENTER BREAKOUT

GRADE PLACEMENT	WASHINGTON N-15		GARRETT N-19		ALLEGANY N-36	
	Pre	Post	Pre	Post	Pre	Post
0 - 1						
1.1-2.0						
2.1-3.0	1					
3.1-4.0	1	1				
4.1-5.0			2		2	
5.1-6.0		3	4	3	3	2
6.1-7.0	1	2	2	5	2	3
7.1-8.0	10	6	6	6	24	17
Passed GED		1				9
Not Tested	2	2	5	5	5	5
MEDIAN	7.3	7.1*	7.3	7.3	7.8	7.7*

* Does not include GED

In Washington County one passed the GED Test, and four will attempt the H.S.E. in June. In Allegany County 27 have attempted the H.S.E. Three are awaiting results from the tests, and 9 have passed the tests. In Garrett County 1 may attempt the H.S.E. in June. A more complete breakout of Follett scores can be found in Appendix VII.

STATE SUPPORT

To date no state support is forth coming until the project is reviewed by the Maryland Adult Basic Education Supervisor, Mrs. Thelma M. Cornish. The local ABE directors feel that the project should be continued, but funds are not available to make any estimate of implementation feasibility at present.

The Department of Research for the State of Maryland has given valuable time and assistance in helping the project design and implementation. More statistical services, if arranged well in advance, could help in any additional funding of the project.

RECOMMENDATIONS

POSITIVE RESULTS:

The typewriter has increased class size in the experimental centers.

The typewriter has improved the enrollee attendance in the experimental centers.

The attitude of the staff toward the typewriter moved toward a more positive feeling as the project progressed.

There is an increase in dexterity among low performing typists between pre and post testing during the program.

The task orientation of the staff in working with the under-educated has no effect on enrollee perception of the staff.

The aide added a dimension to instruction that enrollees as well as aides felt worthwhile.

The rating of the project director by the staff gave some feeling of cohesiveness needed for the team approach.

NEGATIVE RESULTS:

Speed and typing skills were hindered by the length of typing time provided and the reinforcement available to enrollees.

There is no significant correlation between finger dexterity on the Purdue Pegboard Tests and typing speed after 50 hours of instruction.

Testing materials were overlapped and caused anxiety among the team and the enrollees of the center because of the need for similar experimental and control data by the project director.

The comparison of a stratified sample of control and experimental groups was not needed to meet the prime objective of the project.

The recruiter contact in Garrett center was restricted because it was handled by another agency, which resulted in low enrollment and low attendance at the end of the project.

The difference in testing scores for the matched control and experimental sample was not significant.

WHAT GOALS ARE NOT FEASIBLE?

The area of interaction should have been evaluated by the

project director and secretary over the total project by class observations using a rating scale. Video-taping produced a Hawthorne effect which did not measure interaction.

The use of control groups without personal contact tends to downgrade data in the project director's evaluation.

The development of any world-of-work skill in 100 hours of instruction is not realistic with the undereducated adult suffering from the rigors of biological and sociological deprivation.

WHAT FUTURE OUTCOMES CAN BE ANTICIPATED?

From related research done by the project director (to be filed at the end of the project), this project, if given enough publicity, could have a national impact in its concept of skill development and educational training for the undereducated adults. (See Appendix IX for Related Research.) Total individual commitment in this project by the undereducated for "a better mind and saleable skill," is an unbeatable goal in self and ego development.

A high return of enrollees to the centers for schooling regardless of typewriter instruction is anticipated by the project director. Once the undereducated has tested success, he will return for more especially if it has meaning without stigma. This has been true with the typewriter because 15 enrollees have signed that they will return in September at one center alone.

WHAT NEW CONCERNS/ISSUES/PROBLEMS WERE IDENTIFIED FOR NEW PROPOSALS?

The lack of a typewriter book for use with the undereducated is hampering the educational process.

A course of study should be developed to coordinate typing activities with academic instruction.

Local norms should be developed for the Purdue Pegboard scores to reflect the undereducated's age, physical and sociological background. This test was well received by the adults because it shows a visual output of the work input.

If aides are to be used in ABE, ~~they~~ must have some kind of intensified pre-training before assignment.

For better role identification of counselors in ABE, an Appalachian Workshop for ABE counselors is needed. This will start to bring to local regions trained technicians in this skill.

A research project should be established to assess the impact of ABE on the second generation in the home. An intensive review of attendance patterns, grades, and behavior prior to and after enrollment in ABE should be pursued.

A program offering basic skills in trades in cooperation with junior colleges should provide a male identification with ABE programs.

In time spent, the project director's salary and travel were not realistic to operate such a project and to coordinate all of the activities on a part-time basis.

WHAT STEPS ARE TO BE TAKEN NEXT?

First, a meeting with the project director and the State Module Coordinator to review the project's future.

Second, the funding of Phase II covering 250 hours of instruction over a 10-month span to compare with the present research. An optional night of typing instruction should be provided for reinforcement using the aide as the key person. The control centers should be provided with typewriters and aides to see if the attendance and class size will improve. Recruiters must be provided for all counties when funded.

Third, the funding of workshops on Tri-County and local levels to develop curriculum materials for use with the typewriter.

APPENDICES (UNDER SEPARATE COVER)

I	WORKSHOP MATERIALS
II	ATTENDANCE
III	FORCED RANK QUESTIONNAIRE
IV	INTERACTION & ENROLLEE QUESTIONNAIRE
V	FOLLOW-UP DATA
VI	DEMOGRAPHIC DATA
VII	FOLLETT TESTING
VIII	PURDUE PEGBOARD SCORES
IX	RELATED RESEARCH
X	FIEDLER'S ASSUMED SIMILARITY OF OPPOSITES (ASo)
XI	AABEDC WITHDRAWAL FORMS
XII	WPS - SUPERVISOR-EXECUTIVE TRI-DIMENSIONAL EVALUATION SCALE
XIII	LAE SCALE
XIV	AIDE EVALUATIONS
XV	AABEDC EMPLOYMENT FORMS
XVI	MTAI DATA
XVII	RECRUITMENT DATA

BUDGET REPORT

A budget revision was approved by AABEDC. This report will be sent to AABEDC under separate cover by June 30, 1970.

PROJECT T.A.A.P. FOLLOW-UP

EVALUATION AND REPORTS

OBJECTIVES

Objective V

To prepare Adult Basic Education students for continuing education, vocational training, or better employment.

Expectation:

Because of the enrollees recruited into this program, it is expected that there will be a significant increase in all areas of continuing education, vocational training, or better employment.

Findings:

From the structured interviews and follow-up sheets, the following data was summarized.

1. What did the enrollee like or dislike about the center?

   Enrollees liked the typing experiences, teachers, aides, and the opportunity to learn a new skill. Some disliked the short time spent on academic areas and the lack of time to practice learned skills.

2. What was it like to use a typewriter?

   Although some apprehension was expressed at first, most found the chance to operate a machine, especially the electric typewriters, an experience they would like to continue.

3. What other machines in the center would you have liked to use?

   Most enrollees would have liked to have used the duplicating machines and adding machines available in each center's office practice area.

4. Did you attempt the H.S.E.? When? What were your scores?

   Twenty-four of the seventy-five enrollees contacted in the follow-up attempted the H.S.E. Fifteen passed the test and received the H.S.E. diploma. This 20% level reflects the type of enrollee the typewriter recruits in this program. The variety and range of scores can be found in the follow-up sheets. Math and English were areas of lower scores--a characteristic of the test reflecting the introduction of Modern Mathematics and English Linguistics into the forms in use in local areas.

5. Have you changed jobs since enrolling?

   Ten changes in employment were found in the follow-up. Nine represented advancement in current jobs, securing employment, or retraining. One represented unemployment due to job termination.

6. Has training helped at home?

Although enrollees expressed a belief that training helped at home, little evidence--other than understanding of children's educational problems--was significant. It appears the emotional results were greater than actual skill usage.

7. Has the training helped elsewhere?

Most enrollees found little use of the skill learned in typing. The main reason for this was that most felt they hadn't developed enough training for it to be used outside the school setting. Some found the skill helpful in securing jobs and in improving work assignments. However, this was not indicative of the majority of the enrollees contacted.

8. Has your typing skill increased or decreased since leaving school?

The lack of machines for practice was found and even those with machines lost proficiency. It is apparent that cultural fatigue was present and not uncommon in the disadvantaged environment.

9. Do you desire to return to the center in the fall if typing is offered?

Of the 75 enrollees contacted, only 18% expressed a negative desire to return to the center if there was an opportunity for typing instruction.

10. Would you return to the center if no typing were offered?

Because of the enthusiasm for skill of typing, the majority of the enrollees contacted wanted to return to the center if typing were again offered. Some requested another skill such as sewing, cooking, etc. as being also helpful. It was very difficult to secure an accurate response to this question and, therefore, data is not significant enough to evaluate. A true evaluation will be a follow-up of former enrollees in the 1970-1971 classes in the center.

A more in-depth review of the follow-up can be found by reading the comments of enrollees found on the follow-up sheets. A sample selection of the comments can give the reader a vignette of the impact of T.A.A.P. on the region's disadvantaged population.

COMMENTS

Female - Age 56

"The teachers were wonderful. They even offered to help us during the summer if we got stuck on anything. With all I had to learn I could have used three nights instead of two. I would have liked more time to work on typing. It was a god-send for me to go back to school."

Female - Age 37

"I wanted typing to help me with my English along with learning to type. I'm coming back in the fall!"

Female - Age 49

"I really liked typing. It's ten times better to learn on electric machines. One sure thing we invented a lot of new words! Going to school has given us something to be interested in and to learn. We looked forward to going and never missed."

Male - Age 44

"It was tough but the teachers really stuck with you."

Male - Age 23

"Everybody was real good to you-- I learned a lot more than I did at regular school. I really liked that typing. I got 97 out 100. I was a little nervous at first --- there was another kid in the class who couldn't do it at all. I learned to read a little better, write a little better, do math a little better and my ABC's too! Let me know when we start again."

Female - Age 56

"Those teachers were wonderful but the typing was too short a time. I was impressed by the chance to learn to type but I needed more time. I think I did make some progress though."

Female - Age 27

"The teachers were very patient and good to me. That was the first time I was ever around a typewriter. I did make progress but I had too much to do. I'll be back."

Male - Age 57

"Those fellows can't be beat. They'll help you outside of class too. Typing helped with spelling, pronunciation, and English too. I needed more time on things I was weak in. I'll be back."

Female - Age 22

"The teachers were very kind and understanding. Every night they had individual work and instruction for me. I'd like to keep on learning. I liked being with people and made friends. I found another girl who was from Italy too!"

Female - Age 36

"I just can't say enough good about it. It surely changed things for me. That typewriter sat there like a big "urge." I always wanted to take typing but never had the chance. It was a wonderful idea to have typing with the class and I want to go back in the fall as I didn't have enough time."

Female - Age 55

"The teachers take such an interest in people. They made a person feel comfortable. I think those electric machines are wonderful. It was the first time I ever used one. I liked it. It gives you a certain feeling of satisfaction."

Male - Age 26

"I can say I was pretty satisfied with the whole thing. The teachers are all interested in people. I had some typing but this refreshed me. I could do better on my job if I could learn an electric adding machine too. I'd like to go on."

Female - Age 35

"When he talked he drew pictures with what he was saying. I loved the typing. It takes me a long time to catch on but I'm going back for more typing in the fall."

Female - Age 47

"People in the class worked together and helped each other too. I sure liked those electric typewriters. I feel I did make progress but would have liked to have had more time.

Male - Age 54

"The teachers are always ready to help a person. I really liked typing but I was worried about math."

Female - Age 33

"The teachers helped in every way. I have tried to teach typing to myself and it didn't work. The teacher said it won't take long for me to get my certificate. I'd like to learn all I can. I'm behind but I'll be back."

Female - Age 50

"Going back to school was good for me. I needed someone to give me a little push. I would have liked more time with typing and math. I was scared of typing at first."

Female - Age 60

"I liked it all but maybe people who are extremely slow like me should go three nights instead of two. I guess I was away from school too long. Typing is a good thing to know. If I would have had more time on it I could have done a better job when I worked this summer."

Female - Age 44

"Those teachers were "tops." They really worked and were kind and understanding. I enjoyed learning to type and I did make some progress. The program wasn't long enough though. I'm brand new at this business of learning. I feel better because I went and I want to go back."

Female - Age 55

"I never saw teachers like we had. The Beall class is better than any other, I bet. I want to return next fall to get the typing I didn't get."

Female - Age 31

"The instructors were wonderful. I had a lot to learn and they were always willing to help me. It was an advantage to have the chance to learn typing but I had too much else to learn so I had to stop at the last - to spend time on math. I'll be back!"

Female - Age 57

"I liked it all and just couldn't pick out anything that could be improved. I liked typing and I think I improved but not enough. The teachers took a lot of interest and spent a lot of time with us. I still need more typing. I found I could go into a lot of studies with my grandchildren because of what I learned."

Female - Age 45

"They have been most helpful to me...they were patient and understanding...you never had to feel embarrassed. I liked typing and didn't have any trouble with it. When my G. E. D. was scheduled I dropped it though as I didn't have the time. My family is proud of me. I'm not looking for an easy way but that Diploma is something I got to get. I'll be back in September."

Female - Age 26

"It was just good to be around the teachers. I wouldn't have any bad thoughts about them. Even if you didn't know anything they were right with you. I was only a beginner in typing. I never even typed before. My only complaint was it didn't start soon enough!"

Evaluation:

The funds diverted for this follow-up were well spent. The recruiters spent 46.7% of time in transportation, 30.0% in interviews, and 23.3% for reports. The impact of the project can be summed up in this manner:

1. Many enrollees in Project T.A.A.P. concentrated A.B.E. time in the instructional rather than in typing in an effort to obtain H.S.E. diplomas.

2. Many enrollees had the interest and the desire to learn typing but class time prevented proficiency and skill in typing.

3. Cultural fatigue is present in the lack of proficiency in typing due to disadvantaged adults environment.

4. Some changes in employment of enrollees reflect the need for the skill in the local job area if proficiency is evident.

The Allegany County interviewer quoted Aristotle and it reflects the tenor of the responses of the enrollees contacted. "We can get a better idea of the merits of a meal from the dinner guests than from the cook." The positive attitude toward the project by the enrollees proves this beyond a doubt.

ERIC Clearinghouse

OCT 18 1971

on Adult Education